

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12).  The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark.  Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit <a href="http://www.big6.com">www.big6.com</a> for resources			Suggested assessment strategies will appear in each grade level and month table.  Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

### Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

### Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	<b>Standard 1:</b> Students must identify the task and determine the resources needed.	<b>Benchmark 1,</b> End of Grade 8: Define the problem. <b>Benchmark 2,</b> End of Grade 8: Identify the types of information needed. <b>Benchmark 3,</b> End of Grade 8: Evaluate and select appropriate resources.	<b>1.A.</b> formulate questions or steps needed to solve the problem or task. <b>1.B.</b> summarize task <b>1.C.</b> broaden or narrow topic <b>1.D.</b> identify keywords <b>1.E.</b> list information requirements of the task <b>2.A.</b> list possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) <b>2.B.</b> define primary and secondary sources <b>2.C.</b> identify useful resources <b>3.A.</b> determine the currency of resources <b>3.B.</b> identify point of view in resources <b>3.C.</b> judge authority and usefulness of resources <b>3.D.</b> select the best resources	<b>Benchmark 1</b> keywords <b>Benchmark 2,</b> print sources, nonprint sources, primary sources, secondary sources, task definition <b>Benchmark 3,</b> authority, point of view, currency, location and access	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<b><u>Grade Level Standards for Writing</u></b> <b>Research to Build and Present Knowledge</b> 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or	<b><u>Mathematical Practices</u></b> 1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.



English Language Arts/Literacy	Mathematical Practices
<p>topics by and about American Indians.</p> <p>8. Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. struggle to formulate questions or steps needed to solve the problem or task B. struggle to summarize task C. struggle to broaden or narrow topic D. list minimal keywords related to the topic E. list minimal information requirements to complete the task	A. formulate basic questions or steps needed to solve the problem or task B. summarize task incompletely C. broaden or narrow topic with limited skill D. list some keywords related to the topic E. list some information requirements to complete the task	A. formulate questions or steps needed to solve the problem or task B. summarize task C. broaden or narrow topic D. list keywords related to the topic E. list information requirements of the task	A. formulate complex questions or steps needed to solve the problem or task B. summarize task concisely C. broaden or narrow topic adeptly D. list a comprehensive set of keywords related to the topic E. completely list information requirements to complete the task
2. Identify information resources needed.	A. rely on resources provided B. inaccurately define primary and secondary sources C. select resources not clearly related to task	A. list limited resources to solve the task B. define primary and secondary sources with some inaccuracies C. identify resources with limited usefulness	A. list possible resources to solve the task B. define primary and secondary sources C. identify useful resources	A. identify and make connections between a variety of resources B. define and use primary and secondary sources relative to task C. identify useful and unique resources
3. Evaluate and select appropriate resources.	A. identify appropriately current resources with minimal success B. recognize some language of bias or point of view C. overlook authority and usefulness of resources D. rely on a single resource regardless of topic	A. identify appropriately current resources with some errors B. recognize language of bias or point of view C. inconsistently judge authority and usefulness of resources D. select some useful resources	A. identify appropriately current resources B. identify point of view and bias in resources C. judge authority and usefulness of resources D. select the best resources	A. select appropriately current resources B. identify and compare points of view and bias in resources C. analyze authority and usefulness of resources D. select both standard and innovative resources related to tasks

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	<b>Standard 2:</b> Students will locate sources, use information and present findings.	<b>Benchmark 1,</b> End of Grade 8: Locate multiple resources using search tools. <b>Benchmark 2,</b> End of Grade 8: Evaluate resources. <b>Benchmark 3,</b> End of Grade 8: Locate information within multiple resources. <b>Benchmark 4,</b> End of Grade 8: Extract information from multiple resources needed to solve the problem. <b>Benchmark 5,</b> End of Grade 8: Organize and manage information to solve the problem. <b>Benchmark 6,</b> End of Grade 8: Create a product that presents findings.	<b>1.A.</b> utilize library facility <b>1.B.</b> use a variety of available search tools and methods to locate resources (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). <b>1.C.</b> use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject) <b>1.D.</b> locate resources (e.g., call number, URL, link) <b>2.A.</b> identify point of view in resources <b>2.B.</b> judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias) <b>3.A.</b> use glossaries and tables of contents <b>3.B.</b> use print indexes <b>3.C.</b> recognize and use digital indexes (e.g., subject directory) <b>3.D.</b> identify keywords and keyword phrases by skimming and scanning <b>3.E.</b> record location of information within resources <b>4.A.</b> read, listen and view with guided purpose to accomplish task <b>4.B.</b> locate, summarize and paraphrase relevant information <b>4.C.</b> cite each source <b>4.D.</b> use note taking to transfer information <b>5.A.</b> transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards) <b>6.A.</b> identify audience <b>6.B.</b> construct an original product that meets task criteria <b>6.C.</b> present final product in assigned format	<b>Benchmark 1,</b> library catalog, subject directory, Boolean search, database, fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number <b>Benchmark 2,</b> relevant, appropriate, detail, currency, authority and bias, information seeking strategies <b>Benchmark 3,</b> keyword phrase, skimming, scanning, subject directory, digital indexes, information seeking strategies <b>Benchmark 4</b> read with guided purpose, summarize, paraphrase, use of information <b>Benchmark 5,</b> outlines, graphic organizers, note cards, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis <b>Benchmark 6,</b> self-regulation, time management, peer evaluation, synthesis	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Reading</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include texts by and about American Indians.</p> <p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.</p> <p><b><u>Grade Level Standards for Writing</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>1b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Research to Build and Present Knowledge</b></p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 6 Reading standards to literature (e.g.,</p>	



English Language Arts/Literacy	Mathematical Practices
<p>“Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b><u>Grade Level Standards for Speaking and Listening</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(See grade 6 Language</p>	

English Language Arts/Literacy	Mathematical Practices
standards 1 and 3 for specific expectations.)	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using search tools	A. identify distinct areas of the library/media facility. B. has a general sense of available search tools. C. use one preferred search technique. D. locate one resource.	A. identify and attempt to utilize library/media facility. B. use preferred search tools with mistakes. C. experiment with a variety of search techniques. D. return to previously used resource.	A. utilize library facility B. use a variety of available search tools and methods to locate resources C. use search techniques to locate resources. D. locate resources	A. utilize library/media facility B. use a variety of search tools and methods to locate resources C. apply search techniques to locate resources with new search tools, with some success D. locate resources
2. Evaluate resources	A. be influenced by point of view in resources as if fact B. use a single criterion to evaluate the usefulness of resources (currency or appropriate or detail, etc.)	A. identify vocabulary related to point of view B. attempt to evaluate the usefulness of a resource with multiple criteria (relevant, appropriate, detail, currency, authority and bias)	A. identify point of view in resources B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)	A. discuss statements of point of view B. judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)
3. Locate information within multiple resources	A. struggle to use glossaries and tables of contents B. struggle to use print indexes C. struggle to recognize and use digital indexes D. identify keywords and keyword phrases by skimming and scanning with multiple errors E. struggle to record location of information within resources	A. use glossaries and tables of contents with limited success B. use print indexes with limited success C. recognize and use digital indexes with limited success D. identify keywords and keyword phrases by skimming and scanning with some errors E. record location of information within resources with some errors	A. use glossaries and tables of contents B. use print indexes C. recognize and use digital indexes D. identify keywords and keyword phrases by skimming and scanning E. record location of information within resources	A. use glossaries and tables of contents efficiently B. use print indexes efficiently C. recognize and use a wide variety of digital indexes D. identify keywords and keyword phrases by skimming and scanning with precision E. record location of information within resources with automaticity
4. Extract information from multiple resources to solve the problem	A. struggle to read, listen and view with limited understanding of the purpose to accomplish task B. struggle to locate, summarize and	A. read, listen and view with limited understanding of the purpose to accomplish task B. locate, summarize and paraphrase relevant	A. read, listen and view with guided purpose to accomplish task B. locate, summarize and paraphrase relevant information C. use note taking to	A. read, listen and view with guided purpose to accomplish task efficiently B. locate, summarize and paraphrase relevant information with

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
	paraphrase relevant information C. use note taking to transfer information with limited success D. cite each source with multiple errors	information with limited success C. use note taking to transfer information with some success D. cite each source with some errors	transfer information D. cite each source	precision and detail C. use note taking to transfer information with precision and detail D. cite each source efficiently and accurately
5. Organize and manage information to solve the problem.	A. transfer information into a prescribed format to accomplish task with multiple errors	A. transfer information into a prescribed format to accomplish task with some errors	A. transfer information into a prescribed format to accomplish task	A. transfer information into a prescribed format to accomplish task efficiently
6. Create a product that presents findings.	A. identify audience unsuccessfully B. struggle to construct an original product that meets few task criteria C. struggle to present final product with errors in format	A. vaguely identify audience B. construct an original product that meets some task criteria C. present final product in assigned format with some errors	A. identify audience B. construct an original product that meets task criteria C. present final product in assigned format	A. identify audience and anticipate impact of their product B. construct an original product that exceeds task criteria C. present creative and/or sophisticated final product in assigned format

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	<b>Standard 3:</b> Students will evaluate the product and learning process.	<b>Benchmark 1,</b> End of Grade 8: Assess the quality and effectiveness of the product. <b>Benchmark 2,</b> End of Grade 8: Evaluate how the process met the need for information.	<b>1.A.</b> describe product's strengths and weaknesses according to task criteria <b>1.B.</b> critique final product (e.g., self, teacher, peers) <b>1.C.</b> identify areas for improvement in the product <b>2.A.</b> examine task completion process (e.g., self-regulation, time management, etc.) <b>2.B.</b> identify areas for improvement in the process	<b>Benchmark 1,</b> evaluation <b>Benchmark 2,</b> self-regulation, time management, peer evaluation, evaluation	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b>Grade Level Standards for Writing</b>  <b>Production and Distribution of Writing</b>            5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)  <b>Range of Writing</b>            10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Grade Level Standards for Speaking and Listening</b>  <b>Comprehension and Collaboration</b>            3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>1. Makes sense of problems and persevere in solving them.            8. Look for and express regularity in repeated reasoning.</p>

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1 Assess the quality and effectiveness of the product	A. describe product's strengths and weaknesses without regard to task criteria B. trust authority of teacher or peer evaluation of product. C. has a general sense that product could be improved.	A. describe product's strengths and weaknesses with limited consideration of task criteria B. critique final product (e.g., self, teacher, peers) with assistance C. recognize differences in quality between products.	A. describe product's strengths and weaknesses according to task criteria B. critique final product (e.g., self, teacher, peers) C. identify areas for improvement of the product	A. describe product's strengths and weaknesses according to task criteria throughout the process B. uses guidelines to debate differences in self-evaluation and teacher/peer evaluations of product C. reflect on ways to improve product in novel situations
2. Evaluate how the process met the need for information	A. identify elements of task completion process with no future projections for improvement B. identify steps in the process with limited understanding of strengths or weaknesses in a given step	A. present confusing statements or facts about the task completion process B. recognize need for improvement in the process	A. examine task completion process B. identify areas for improvement in the process	A. self-critique and reflect upon task completion process B. identify areas for improvement in future application of the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	<b>Standard 4:</b> Students will use information safely, ethically and legally.	<b>Benchmark 1,</b> End of Grade 8: Legally obtain, store and disseminate text, data, images or sounds. <b>Benchmark 2,</b> End of Grade 8: Appropriately credits ideas and works of others. <b>Benchmark 3,</b> End of Grade 8: Participate and collaborate in intellectual and social networks following safe and accepted practices.	<b>1.A.</b> recognize the elements that comprise intellectual property <b>1.B.</b> recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain) <b>2.A.</b> use paraphrasing and summarizing correctly <b>2.B.</b> produce components for an assigned citation format <b>2.C.</b> credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) <b>2.D.</b> adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) <b>3.A.</b> use appropriate netiquette in supervised online settings (e.g., cyber bullying, data vandalism, online manners and protocol) <b>3.B.</b> follow Acceptable Use Policy (AUP) <b>3.C.</b> identify safe practices in social network and online settings <b>3.D.</b> collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face to face)	<b>Benchmark 1,</b> intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information <b>Benchmark 2,</b> cite, task definition, use of information, synthesis <b>Benchmark 3,</b> netiquette, cyber bullying, data vandalism, AUP, social network, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments



**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Writing</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>1b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>



English Language Arts/Literacy	Mathematical Practices
<p>characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting..</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.</p> <p>8. Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds	A. define property with limited understanding of its application to intellectual material B. demonstrate beginning understanding of current laws and policies regarding information use	A. demonstrate understanding of ownership as applied to intellectual material B. attempt to follow current laws and policies regarding information use	A. recognize the elements that comprise intellectual property B. recognize current laws and policies regarding information use	A. define the elements that comprise intellectual property B. develop systems and habits to effectively apply current laws and policies regarding information use
2. Appropriately credit ideas and works of others	A. rely on one method of restating information B. produce components for an assigned citation format with a template C. credit the intellectual property of others using a simplified, structured template D. define copyright laws	A. use summarizing and paraphrasing correctly B. produce components for an assigned citation format C. credit the intellectual property of others D. adhere to copyright laws	A. use summarizing and paraphrasing correctly B. produce components for an assigned citation format C. credit the intellectual property of others D. adhere to copyright laws	A. use summarizing, paraphrasing and direct quotes correctly B. produce components for an assigned citation format with self-correction C. explore online tools to credit the intellectual property of others according to a prescribed format. (MLA, APA, Chicago.) D. adhere to copyright laws
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	A. recognizes and identifies rules of netiquette in supervised online settings B. identify elements and purpose of an Acceptable Use Policy (AUP) and attempt to follow it C. inconsistently identify safe practices in social network and online settings D. define elements of collaboration and safe social environment	A. inconsistently use appropriate netiquette in supervised online settings B. follow Acceptable Use Policy (AUP) with occasional lapses C. identify safe practices in social network and online settings D. describe characteristics of effective collaboration and what makes a safe social environment	A. use appropriate netiquette in supervised online settings B. follow Acceptable Use Policy (AUP) C. identify safe practices in social network and online settings D. collaborate and participate effectively within a safe, social environment	A. demonstrate a clear awareness of the risks and responsibilities in using appropriate netiquette in supervised online settings B. follow Acceptable Use Policy (AUP) C. identify and explain reasons for safe practices in social network and online settings D. facilitate effective collaboration and participation within a safe social environment

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	<b>Standard 5:</b> Students must pursue personal interests through literature and other creative expressions.	<b>Benchmark 1,</b> End of Grade 8: Use and respond to a variety of print and digital formats for pleasure and personal growth. <b>Benchmark 2,</b> End of Grade 8: Use and respond to a variety of genres for pleasure and personal growth. <b>Benchmark 3,</b> End of Grade 8: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians. <b>Benchmark 4,</b> End of Grade 8: Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.	<b>1.A.</b> express areas of interest <b>1.B.</b> locate and select resources in interest areas <b>1.C.</b> explore various formats <b>1.D.</b> express opinion on selected resources <b>2.A.</b> recognize the characteristics of various genres <b>2.B.</b> select resources in assigned genres <b>2.C.</b> explain preferred genre <b>3.A.</b> recognize that culture impacts creative expression (e.g., religion, family, nationality) <b>3.B.</b> identify an author's cultural bias <b>3.C.</b> recognize the diversity of cultural expression <b>4.A.</b> access and use available digital resources <b>4.B.</b> locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) <b>4.C.</b> access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan)	<b>Benchmark 1,</b> prompting, task definition, use of information, synthesis <b>Benchmark 2,</b> genre, task definition, use of information, synthesis <b>Benchmark 3,</b> creative expression, cultural bias, cultural ties, location and access, use of information <b>Benchmark 4,</b> interlocal, intralocal, digital resources, information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

**Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices**

English Language Arts/Literacy	Mathematical Practices
<p><b><u>Grade Level Standards for Reading</u></b></p> <p><b>Craft and Structure</b></p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Grade Level Standards for Writing</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>1b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.</p> <p>8. Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p><b><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></b></p> <p><b>3.</b> Delineate a speaker’s argument and specific claims,</p>	

English Language Arts/Literacy	Mathematical Practices
distinguishing claims that are supported by reasons and evidence from claims that are not.	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and respond to a variety of print and digital formats for pleasure and personal growth	A. explore areas of interest B. seek help to identify new resources C. repeatedly select a single resource D. be influenced by other opinions	A. select areas of interest B. locate and select resources in interest areas with limited success C. explore a limited number of formats D. begin to formulate an opinion on selected resources	A. express areas of interest B. locate and select resources in interest areas C. explore various formats D. express opinion on selected resources	A. express and justify areas of interest with examples B. easily correlate a variety of resources with interest areas C. experiment with various formats D. express opinion on selected resources with relevant examples
2. Use and respond to a variety of genres for pleasure and personal growth	A. define limited types of genres in own words and recognize few genre characteristics B. rarely select resources in assigned genres C. explain preferred genre with few details	A. define types of genres in own words and recognize some genre characteristics B. select resources in assigned genres with errors C. explain preferred genre with some detail	A. recognize the characteristics of various genres B. select resources in assigned genres C. explain preferred genre	A. compare and contrast the characteristics of various genres B. select resources in assigned genres with mastery C. explain preferred genre with supporting details
3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	A. recognize few elements of culture in creative work B. struggle to recognize obvious cultural perspective in an author's work C. struggle to identify similarities and differences in cultural expression	A. recognize elements of culture in creative work B. recognize obvious cultural perspective in an author's work C. identify similarities and differences in cultural expression	A. recognize that culture impacts creative expression B. identify an author's cultural perspective C. recognize the diversity of cultural expression	A. recognize that culture impacts creative expression B. identify an author's cultural perspective C. compare and contrast the diversity of cultural expression
4. Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	A. attempt information access from digital resources with limited success B. demonstrate limited awareness of community resources C. seldom access interlocal and intralocal resources	A. rely on a single digital resource B. consider use of community resources C. sporadically access interlocal and/or intralocal resources	A. access and use available digital resources B. locate and use available community resources C. access interlocal and/or intralocal resources	A. access and use multiple available digital resources B. locate and use multiple community resources C. regularly access multiple interlocal and/or intralocal resources

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

### Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the OPI Web site at:

[http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1\\_2](http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2).